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ABSTRACT

The evolution and current status of student personnel services in community colleges are examined in this paper. Following introductory remarks concerning the place of student services in the broad mission of community colleges, a historical perspective on student personnel services is provided, covering major influential reports and publications and the work of professional associations. The next section examines the comprehensive student services program, focusing on organization and administration, and specific functions, such as recruitment, pre-admission advising, admissions, registration, orientation, advising, counseling, health services, career planning, student activities, financial aid, placement, testing, follow-up, judicial affairs, and cooperative programs. Next, foundations for contemporary practice are reviewed, with special emphasis on cognitive development, person/environment interaction, humanistic theories, and various models for practice. The following sections detail the special concerns (e.g., the need for student assessment, program integration, qualitative evaluation, leadership, and research) and the special problems of student personnel services. Finally, the future directions of the field are projected. Charts and figures illustrating student development models and organizational patterns are included. (LL)

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HISTORICAL AND CONTEMPORARY PERSPECTIVES ON COMMUNITY COLLEGE STUDENT SERVICES

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Don G. Creamer

The era of the Great Depression normally is not seen as a period of growth in this country. Yet, for several junior colleges whose doors opened for the first time in the 1930s it was a period of notable development, a major turning point in the evolution of a uniquely American experiment in postsecondary education. So it was for student services as well. Until the late 1920s and through most of the 1930s, student services had little professional identity. Special student service programs certainly existed in all forms of higher education prior to this time, but they often were peripheral, prescriptive add-ons to the college administration, designed to accomplish specific, limited objectives either in record keeping, discipline, social, or religious activities. Even the name of the profession -- student personnel services -- was not recognized officially until the publication of the Student Personnel Point of View in 1937 (ACE, 1937).

Student services occupy an indispensable, though sometimes almost invisible, function vis a vis other major aspects of the community college. Occasionally recognized

in college mission statements, and always in college operations statements, student services aid almost every other aspect of community college education in some important way -- in the process of recruiting, admissions, registration, student accounting, advising, counseling, teaching, and planning; in responding to needs for financial aid, health care, and recreation -- and yet, the functions, the programs geared to aid students, and even the professionals themselves remain out of the mainstream, on the edge of instructional programs.

Despite an unclear image and some variations in the minds of administrators in the certrality of student services to the mainstream functions of community colleges, there can be no doubt of the importance of these functions to students. The life of students might be rather chaotic and unproductive without assistance both with some ordinary or every day problems like needs for financial aid or health care and with some extraordinary or life planning needs like advising or counseling. The educational programs of colleges and the educational needs of students both are complex. Critical, life planning decisions must be made by students within very short time frames if they are to profit substantially by instructional programs. Information upon which to base these decisions often is technical, making it difficult to understand and use by novices. The information also may be either unavailable to students, except through professional staff, or scattered throughout a maze of

academic units. Student services, as a distinct unit of the total operation, shoulders much of the responsibility to facilitate and integrate student needs and institutional capability.

The development of students is the aim of community college education. It is a broad aim, focusing on intellectual or cognitive development and on non-intellectual or psychosocial development. The college programs are concerned with the students' knowledge, skills, attitudes, values, and beliefs, and concurrently espouse career life planning as educational goals. No one aspect of the college operation is capable of helping students in all these ways single handedly. Community college education is a cooperative venture, maximizing the professional strengths of disciplinarians, administrators, service or clinical specialists, and auxilary personnel. Student service personnel are integrally required to enhance this venture.

An Historical Perspective

Student services' normally peripheral relationship with instruction is traceable to certain historical realities. Early forms of higher education in America required that faculty be concerned with the whole person, to act, oftentimes in the place of parents, to care for moral, social, and intellectual needs of students. Such a paternal model of education worked reasonably well until forces both from within and outside the institution brought pressure on

these faculty/student relationships. Both the nature of knowledge and the nature of society changed dramatically, especially during the latter half of the 19th century. Burgeoning knowledge brought about such institutional changes as the introduction of the elective system. The nature of liberal education -- indeed all of higher learning -- was debated hotly. A decreasing emphasis on religion by society at large and a growing population, rapidly becoming pluralistic in values and needs held changing expectations for college faculty. Faculty self expecations also changed. Caring for increasingly diverse student needs no longer was easily managed, and, perhaps more importantly, no longer was especially relevant to faculty self interests.

When presidents of early colleges could no longer manage alone certain functions as their unique requirements became burdensome, specialists were added to the staff. Persons such as librarians to catalog and care for instructional materials and registrars to admit and account for students and to maintain records appeared on the administrative scene early in the history of higher education (Brubacher & Rudy, 1976). By early in the 19th century, deans of men were hired to assist in the regulation of student conduct and perhaps to assume other duties pertaining to nonintellective development. These persons may be seen as early student personnel professionals, though the label did not appear until much later. Perhaps more significantly, the patterns of organizational change

represented by these additions foretold coming responses to other, similar needs. Precedents in organizational response to student needs were set. As new needs became manifest, persons were assigned special institutional responsibility to bring institutional resources to meet institutional or student needs.

Thus, student services as we know them today began to take shape, catapulted into prominence just prior to and around the turn of the 20th century. Several factors contributed to this swift emergence: (a) The rapid diversification of the nature of higher education, most clearly associated with the effects of the Morrill Land Grant Act of 1862; (b) The shifting reward system of faculty moving them far away from any benefit derived from working with students toward exclusive attention to intellectional development alone in students and toward conducting scholarly research, associated with the effects of the German universities on American faculty activities; (c) The exploding nature of knowledge especially associated with advances in technology and with the rapid industrialization of America, and (d) The vastly changing nature of characteristics of students enrolled in the increasingly diversified systems of higher education.

Student services in higher education grew steadily in numbers and type especially between World War I and II. The needs of the military to assess, classify, and assign men

swiftly during wartime gave rise to a new technology in human assessment, measurement, and evaluation which quickly was applied in college settings where similar institutional needs existed. By the mid 1930s, special services to students were commonplace in higher education, but they were, as a class of educational programs, without professional identity until the American Council on Education's Committee on Measurment and Guidance published the Student Personnel Point of View (ACE, 1937). Since that time, student personnel services, the name suggested by ACE, flourished as new student needs emerged and as institutional resources permitted. Still, they existed on the periphery of instructional programs.

Early student services in community/junior colleges. The first public junior college, Joliet College, was founded in 1901. It is not known what programs of service to students were provided during those first years, though it is reasonable to expect that some special attention to student needs outside the classroom was given. After all, this was a new form of higher education in America, premised on a special commitment to teaching as a focus for institutional mission. The junior college movement hardly exploded into prominence -- its growth was slow during the first two decades of this century -- but it did grow, with steady sure direction toward filling a gap in the higher education picture until, by the early 1930s, 436 public and private junior colleges were operating (Campbell, 1931.)

Early issues of the Junior College Journal carried articles emphasizing special student services, most explicitly referring to social, recreational, and cultural activity. Advising and counseling of students also received attention in those early Journal issues. Presidents, writing about new colleges as they opened in the late 1920s and early 1930s, spoke with pride of their colleges's special programs for students extending beyond the classroom (Hayden, 1930). Occasionally, contrasts with patterns of student services in four-year institutions were made.

One college president chronicled the major staffing decisions made during the first few years of operation of "his" college. He pointed out that the first college administrator was the dean of women. The president was hired during the second year of operation, and a coordinator of student activities was added the third year (Lillard, 1930).

Early Journal issues also make clear that student services were reasonably comprehensive from the beginning of most community colleges. For example, references are made to student counselors (now commonly called peer counselors), athletics, special counseling, discipline, and job placement assistance. Staffing for these programs apparently was handled by part-time assignment of teaching faculty (Lillard, 1930; Crawford, 1932). (Notice the similarity of this staffing pattern with early focus of in loco parentis.)

Writing about guidance in the junior college, Koos (1932) listed four main functions: (a) informing students concerning educational and vocational opportunities, (b) securing information concerning students, (c) counseling the individual student, and (d) providing "functionaries" of guidance with assigned responsibilities (p. 443).

The Student Personnel Point of View. The publication of this brochure by the American Council of Education (1937; 1949) shaped decisively the nature of the student services profession. It suggested a name which stuck -- student personnel services; it explicated a philosophy, mainly a commitment to the development of the total person; it described a comprehensive program of services; it called for the close cooperation and integration of those services with all other aspects of the college operation; and it pointed to new directions for the profession, calling especially for the legitimate, scholarly study of the student as a new demanding area of inquiry for professionals. Even today, the Student Personnel Point of View is one of the most authoritative documents of the student personnel profession.

Interestingly, the call for the scholarly study of the student was a major theme of William Rainey Harper's leadership drive which, in large part, led to the creation of the first public junior college. Also, the proposed philosophy, recognizing the worth and dignity of the whole

person as a proper focus for higher eduation, brought us full circle to the early focus of higher education in this country, before the system was bifurcated into instructional and student concerns in part by reward systems nourished by faculty self interest.

The Carnegie report and the Esso report. By the early 1960s, community colleges were flourishing. They were growing rapidly in number, being associated strongly with the fulfillment of national policy pushing forcefully egalitarian principles, such as providing access to higher education for all adult citizens. The community college was a major instrument of this policy. Also, within the community college movement, a drive for comprehensiveness of programs and services was evident. Concern for quality and adequate programs naturally followed.

Given that community college leaders expressed frequently and loudly their unique attention to the student as the focus of institutional purpose, questions of adequacy of meeting student needs arose early in the 60s as it became clear that this was a boom period for the expansion of two-year colleges. How adequate were services to students during this time? Concern for answers to this question led the Carnegie Foundation to fund a project to determine the state of the art, or the adequacy of student services in the community colleges. The verdict was stinging: "Three-fourths of the junior colleges in the country have not

developed adequate student personnel programs. The counseling and guidance functions of student personnel work are inadequately provided in more than half of the colleges" (Raines, 1966, p. 6).

The effects of the Carnegie report, coupled with more than adequate resources available to energetic, able community college leaders, may be associated with substantial change in the quantity and quality of services to students during the 60s and 70s. Still, almost half a decade following the release of the Carnegie study, Matson (1972) found in a follow-up study of community college student services, this time sponsored by the Esso Foundation, that, "the variety or range of services provided in the colleges in the study has not appreciably increased or decreased since 1964" (p. 52). She did find substantially more services such as financial aid available to students, then concluded, "the data appear to present evidence that the student personnel functions are well established in two-year colleges and are receiving at least minimally adequate financial support" (Matson, 1972, p. 52).

Professional Associations and the Student Development Point of View. By 1958, the American Council on Education still referred to the work of student personnel by its service functions, listing approximately 18 discrete services normally offered on college campuses (Federal and others, cited in Fenske, 1981, p. 22); however, during the

1960s as new knowledge of human development became available, especially theoretical knowledge, and as major value shifts in the larger society occurred, more and more disenchantment from within the profession was heard. Comprehensive student personnel programs devoted exclusively to the delivery of direct services to students simply were not having an adequate effect on student's overall development.

A number of significant events occurred during the 1960s and 1970s among the leadership of several national associations, especially the American College Personnel Association, the National Association of Student Personnel Administrators, and the National Association of Women Deans and Counselors, to promote consideration of the adequacy of the conceptual base for student personnel work. In a few words, the question was, "Can we be effective both in service-oriented and development-oriented programming for students?" Important research, such as Brown's (1972) publication titled Student Development in Tomorrow's Higher Education: A Return to the Academy suggested that the dual purposes of service and development were possible if certain changes were made in professional behavior. Thus, the wheels were set in motion to re-examine the conceptual base of the profession.

Most of the work which followed immediately took the form of models for practice. Two of the most well-known

models are the Council of Student Personnel Associations (COSPA) model (Cooper, 1972), and the Tomorrow's Higher Education model (Miller & Prince, 1976). The COSPA model (see Figure 1) takes the form of a cube in which the clientele (individuals, groups, and organizations), the profesional competencies (goal setting, assessment, and change processes), and professional roles (administrator, instructor, and consultant) are pictured representing a form of a map for implementing student development programs. The T.H.E. model differs little from the COSPA model except for the additional "competency" of evaluation. The student development competencies in the T.H.E. model may be represented in the form of a waterfall process (Creamer, 1975) beginning with goal setting, and proceeding through assessment, the use of the change strategies of administration, consultation, and instruction, and evaluation (see Figure 2). Both models are similar as is the Dimensions of Intervention for Student Development model (sometimes referred to as the Colorado State University Cube) (Morrill & Hurst, 1980) which takes the form of a cube addressing the targets of intervention, the method of intervention, and the purpose of intervention (see Figure 3).

Insert Figure 1 Here

Insert Figure 2 Here

Insert Figure 3 Here

More recently, process models which address the particular concern of making the transition from theoretical knowledge to practical application have been developed and are treated by Rodgers and Widick (1980) and Knefelkamp and Wells (1980).

These several models, along with accompanying documents containing discussions of rationale, philosophy, theory base, and program descriptions, collectively sometimes are referred to as the student development point of view. A more complete dicussion may be found in Stamatakos (1980) and Miller and Prince (1976).

Thus conceptually, the college student personnel profession assumed a new face--one which embraced both "services to students" and "the development of students." This new conceptual posture vastly expanded the scope of

student services and at the same time provided a more substantive grounding for the practice of the profession. The models created during this period helped to clarify professional intent and purpose, both for college student professionals and for their teaching and administrative colleagues who often were confused by the jargon of the profession.

Student Services and the Community College Mission. While all colleges and universities enbrace a commitment to student develoment, and provide resources to support the commitment, perhaps no form of higher education in America today makes a more explicit statement of its focus on students than does the community college. Certainly many private, denominationally supported colleges make strong commitments to students' moral and ethical development; still, few other institutional types of colleges may be represented as so singly devoted to teaching as is the community college. Inherent in this single focus is a strong devotion to the development of students -- intellectually and personally. The result is that student services in the American community college are solidly embedded in purpose and mission, and usually are represented in tangible forms to meet most needs of students.

The Comprehensive Program

Student services encompass a wide range of institutional response patterns to student and/or

institutional needs. They also may be seen as necessary programs or activities associated with first to last contact with students -- their recruitment, admission, advising, counseling, placement, and follow-up.

Organization and Administration. While the range of organization options for the administration of student services are endless, some common patterns have emerged in recent years. Normally, the chief student personnel officer -- usually a dean or vice president -- is an equal with other executive heads of major segments of the community college, including instruction and administration or business affairs.

At least two common patterns of organization can be identified for community college student services, depending, in part, on size and diversity of the college. In one pattern (see Figure 4), the sub units of the organization are equal to one another, presumably sharing equally in support and institutional resources. In this pattern, each director assumes responsibility for one or more direct services to students, such as counseling, financial aid, health services, etc. and reports directly to the principal student affairs officer. The other common organizational configuration (see Figure 5) recognizes the dual obligation of service and development and thus clusters sub units according to purpose or objectives.

Insert Figure 4 Here

Insert Figure 5 Here

Both patterns essentially are bureaucratic in nature, paralleling other administrative structures within most community colleges. Some colleges have experimented with less bureaucratic organization forms, but they are not dominant.

Debate concerning whether the student service component of the college is best served by its own dean or vice-president or whether one dean or vice-president should serve the college for all educational programs and services ascends occassionally to public view, usually without clear resolution. For clarification of some of the issues see Heise & Liston (1982).

Student Service Functions. The following major functions are found in most community colleges, though they often do not exist as separate bureaucratic entities. Frequently, one professional may be responsible for several functions, such as counselors also teaching, carrying out

orientation, handling academic advising, and even financial aid. Still, each function will be discussed briefly and separately.

Recruitment and pre-admission advising refers to promotional activities to inform potential clients of available programs and services. Personal contact often is employed in local schools and businesses. The function will be integral to the college's marketing plan, if one exists.

Admissions is the administrative act of collecting certain data from applicants, such as residence informaton, address, social security numbers, previous academic records, aptitude test scores, etc., and applying college policy and standards to determine admissability and to complile a permanent record on those admitted. Admissions functions also may include testing of students for initial placement in classes and other advising, and possibly counseling of students, such as the interpretation of test results.

Registration is a process of enrolling admitted students in available classes and compiling records pertaining to the

enrollments for reporting to interested agencies, such as governmental funding bodies and other institutions of higher education.

Orientation of students to the college may include self discovery activities, information dissemination, and an introduction to college-level teaching/learning relationships. Formal orientation activities often are offered as a "one shot" program, though occassionally they are offered on a longer term basis, such as in a formal credit or non-credit course.

Advising may take several forms, but most commonly includes assisting students plan a two-year program of studies and/or select classes for immediately subsequent terms. Sometimes advising is defined more broadly to include career counseling and/or life planning, and commonly is seen as a shared function with all teaching faculty who have frequent and direct contact with students.

Counseling is a generic term used to describe a professional relationship with, and special activities for, students requiring help with their personal, social, or intellectual development. Occasionally, counseling in the

community college may include individual and group therapy for certain students, but not often. Operational limits for counseling vary across institutions; however, generally counseling in the community college emphasizes assistance which promotes the achievement of educational goals of students and de-emphasizes in-depth, therapeutic assistance to students with acute personal problems.

Health services normally take the form of a clinic or first aid station, relying upon local community services to provide health care beyond immediate attention. Educational programs pertaining to health commonly are provided. Colleges with residential facilities likely will give greater emphasis to health care than those dependent on commuter students only.

Career planning frequently is a part of the overall counseling service of the college, but whether separate or unified, focuses on assisting students plan their educational program so as to be congruent with their values, interests, aptitudes, personal characteristics, and long-term goals to find

suitable, fulfilling life work.

Student activities often are called extra class or co-curricular activities, and are concerned with facilitating student development socially, culturally, and recreationally through specially designed participation programs. Student government, social or special interest clubs, drama or debate societies, and intramural and/or intercollegiate athletics are common student activities.

Financial aid refers to administrative and counseling services designed to help students obtain necessary funds for college attendance. Aid generally takes the form of loans, grants, and work-study programs. Scholarship programs also may be administered as financial aid. The activities of financial aid are aligned closely with the admissions and college business functions.

Placement is a nondiscrete term referring, in this case, to assisting students find appropriate work following college. This term sometimes refers to "placing" students in appropriate classes each term. Placement also sometimes refers to assisting students

find part-time work while enrolled in college.

Special services are sometimes offered to students, usually where regular programs of counseling, tutoring, and advising are inadequate to meet the demand. Outside funding usually is associated with these services and they occasionally are organized as centers, clustering energy and talent around some focused concern, such as older women returning to college after a long absence.

Testing refers to the administration and interpretation of assessment devices, usually normative in nature, to assist students to learn more about themselves in such areas as interests, abilities, or special aptitudes. This function may include pre-admission assessment and often includes the administration of selected test instruments for the teaching faculty.

Teaching for student service professionals may take several forms, either teaching a specially designed curriculum in human development, teaching in one's discipline, or teaching non-credit courses on special

concerns of adults in society.

Research usually focuses on institutional concerns such as attrition or follow-up surveys, but may include the systematic investigation of the effects of college on students or other topics critical to the interaction of students and the college environment.

Follow-up activities usually are surveys of previously enrolled students designed to determine satisfaction with and appropriateness of college work. Data from these surveys may become valuable management information as program improvement is sought.

Judicial affairs normally is a minor function in community college work but includes disciplining students when necessary to comply with college policy pertaining to student conduct.

Housing is uncommon in community college work, but nevertheless is found in many colleges, especially some of the older or special purpose colleges, some in remote areas, and some independent junior colleges. The administration of the housing units and

programming for students living in them both are included in this function.

Co-op programs, referring to students alternating assignments between college studies and employment, commonly are offered in community college(s), and refers to the identification of work sites and the coordination of activities between academic departments and work supervisors. The programs frequently are organized under, and administered by, some academic administrator who may have direct supervision over affected instructional areas.

Foundations for Contemporary Practice

An educationally relevant footing for the practice of college student personnel now exists. Grounded in theory, research, and experience, the foundations of the profession grew firmer and more pervasive with each passing decade. In times past, it was necessary to make questionable extrapolations from other disciplines or quantum leaps in logic to support the efficacy of one practice over another. Trial and error was the acceptable management style. Today, the knowledge base is more workable and far more widely acceptable.

The basis for student personnel work historically has been rooted in pragmatism (what is good is what works) and in collective wisdom of experience (professionals sharing successes with other professionals). By the turn of the 20th century, progress in the disciplines of psychology and sociology made possible the increased practice of "borrowing" from these theories and research findings to explain phenomena important to college student personnel work. More recently, theory formulation and research in the broad discipline of human development, clearly itself an outgrowth of the results of many other disciplines including philosophy, anthropology, psychology, and sociology, provides the theoretical basis for practice in college student personnel. Each of these forces still plays an active part in providing a foundation for the practice of promoting development in college students.

This analysis focuses on on the latter influence -- that of the emerging human development knowledge -- and reviews briefly four clusters of theory relevant to the practice of college student personnel. Since space limitations preclude a comprehensive treatment of this topic, the interested reader may wish to examine other, more detailed summaries of human development theory (see, for example, Delworth & Hanson (1981); Knefelkamp, Widick & Parker, 1978; Rodgers, 1980).

No single theory of human development is sufficiently

thorough to provide a comprehensive explanation of all human behavior. Theory, by its nature, is specific. It serves to explain a particular phenomena, normally in very precise terms. Thus, if one requires a theoretical explanation of some aspect of intellectual development, one looks for a very different form of theory than if the requirement is an explanation of the theoretical basis for career choice for example.

Roughly speaking, college student personnel professionals often require theoretical explanation of four types to support program designs: (a) cognitive or intellectual development, (b) psychosocial development, (c) person-environment interaction, and/or (d) humanistic or existential dimensions of development. The focus of each form of theory is reviewed below.

Cognitive developmental theories. Major representatives of these theories include Kohlberg (1969), Perry (1970), and Loevinger (1976). Each theory focuses on explaining how persons think or make meaning of the world. Each relies upon the concept of stages of development, moving from the simple to the complex, from undifferentiated to highly differentiated levels of thought. Kohlberg's work focuses on moral reasoning, Perry's on ways of making meanings of the world, and Loevinger's on ego development, each comprising areas of development in college students of major interest to student service professionals.

Psychosocial theories. Representatives of these theories of special interest to college student personnel include Erikson (1963), whose work focuses on stages of development throughout the lifespan, Chickering (1969), who targets developmental vectors of college age adults for his work, Sanford (1962), whose landmark studies of personality development in college students provides much of our knowledge of college student functioning, Douglas Heath (1968), who provides a generalized scheme for understanding maturity in college students, and Levinson and Associates (1978), whose work unlocks understanding of movements from stages of stability and transition throughout the lifespan. In contrast to the cognitive development theories, these theories focus on the content of development, and, while they rely on stage movement to explain behavior, their meaning of stage refers simply to an interval of time. Thus, according to psychosocial theories, development is age-related, a very important fact for college student personnel programmers, whereas cognitive developmental theory is not specifically related to age.

Person/environment interaction theories. Student growth and development naturally occurs within the specific context of a college environment; thus, these theories help to understand the dynamics of interaction between student and context and the resulting effects of the interaction. Helpful representatives of these theories include Barker

(1968) who explains the effects of behavior settings on persons, Clark and Trow (1966), who use the concept of subcultures to explain student identification either with ideas or with college, Stern (1970), who explains environment by its characteristics and persons by their choice of activities within the environment, Holland (1973), who explains person and environment congruence by the matching of model personality types and environments, and Pervin (1967), who explores behavior explanation by self perception. None of these theories is adequate alone to explain the complexities of person interacting with environment, but each part helps to complete the puzzle.

Humanistic/existential theories. Major representatives for these theories include Rogers (1961), and Maslow (1968). These theorists share a common philosophy of development and rely heavily upon concepts or beliefs about people to explain behavior. These theories are especially helpful in determining the kind of environment for learning to provide and the major variables which influence the natural search for health and "actualization."

The philosophy of student services. Student services professionals focus their work on the total development of the person, especially emphasizing effects of out-of-class programs and services. The prevailing philosophy of student services first was articulated in 1937 in the Student Personnel Point of View (ACE, 1937) and still remains the

best single statement of orientation for the profession.

> One of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture -- the product of scholarship, research, creative imagination, and human experience. It is the task of colleges and universities so to vitalize this and other educational purposes as to assist the student in developing to the limits of his potentialities and in making his contribution to the betterment of society.
>
> This philosophy imposes upon educational institutions the obligation to consider the student as a whole -- his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than

upon his intellectual training alone.
(ACE, p. 1)

While concern for the total development of students remains evident in student personnel literature, it has been tempered somewhat by many practitioners who recognize, as does the Carnegie Commission on Higher Education (1971), that the college cannot, and should not, be concerned for every form of human development. It may be better to focus on selected forms of development, including social, recreation, aesthetic, cultural, and ethical, and to do that well, than to voice idealistic, but unaccomplishable, goals.

The models/roles for practice. In contrast to the philosophy of student services, which is a widely accepted and unitary concept, models for practice vary enormously by type and size of institution and by orientation of professionals. The orientation of the leader of the program of services likely will be evident in the focus, in the organization pattern, in the staffing pattern, and in the stated expectations of the programs. These variations generally can be classified into four roles or models for practice -- the administrative model, the counseling model, the student development educator model, and the environmental manager model (Delworth & Hanson, 1981).

The administrative model recognizes that programs for students are organized, staffed, funded, and evaluated as administrative units of a larger bureaucracy. The model

focuses on planning, implementing, coordinating, and evaluating services designed to help students in some special way.

The counseling model is premised on the belief that most professional activities in student services are counseling based, that is, that the skills used to perform necessary tasks are counseling skills. Thus most programs are structured to maximize opportunity to counsel students, often one on one, but also on a group basis.

A more programmatic approach to meeting student needs is evident in the student development educator model. In this model, students are assessed, assisted to set goals, involved in activities intended to promote change, and evaluated in terms of progress toward achievement of goals. Professionals are seen more as teachers or educators than as therapists or unit managers.

The model which recognizes most clearly the place of environment in student development is the campus environmental manager model. Professionals in this model likely will work to change the environment rather than the student when a mismatch occurs and take into account explicitly the dynamics of interaction between student and environment in planning interventions.

The process models. All of the models discussed to this point, including those represented in Figures 1, 2, and

3, focus on the processes of helping students. They represent options, with varying degrees of fit or congruence with professional preferences or orientations and with institutional type or mission. They address certain "how to" concerns of student personnel educators, but never are panaceas. Most professionals remain pragmatic in their work and are eclectic in their choices for practice.

Special Concerns of Student Services

With the publication of the Student Personnel Point of View certain concerns of the then emerging profession were listed, a "call to arms" sounded to deal with those concerns. Some of the same concerns listed by leaders in college student personnel in the late 1930s still plague the profession. Some of the more persistent concerns will be discussed in this section: (a) the need for student assessment, (b) the need for program integration, (c) the need for qualitative evaluation, (d) the need for leadership, and (e) the need for research.

The need for student assessment. Though certain general service needs of students can be predicted based purely on the interactive requirements of the student and the institution, more precise, developmental needs cannot accurately be predicted without careful assessment. Some estimates can be made, of course, if one knows simply student age and sex. For example, 18 to 20 year old students tend to be personally preoccupied with identity and

intimacy concerns. But a safe bet cannot be placed on their levels of moral reasoning, ego development, or their ways of making meaning of their world. Each of these latter areas, of course, are fundamental to how a student will function in an intellectually challenging environment.

For many good, but insufficient, reasons student assessment lags behind actual need for it in community colleges. First of all, of course, community college students tend not to fall in the 18 to 20 year old category, except as a small, but important, component of the total student body. Students are extremely diverse, and so are their needs. Programming to meet student needs tends to target on safe bets -- that most students will need some form of counseling, for example, so some generalists counselors will be employed.

Careful assessment of student abilities, interests, aptitudes, and selected other developmental areas should be conducted on all entering students and on other students at other times as need demands.

The need for program integration. Student service programs are more effective and more efficient if they are well integrated with other programs of the college, particularily with instructional programs. There are several reasons for this. First, few programs in community colleges are sufficient alone to meet the educational requirements of students. They tend to be naturally

dependent on all other programs. For example, the study of history alone will not cause a person to become liberally educated. Likewise, most educational counseling is conducted in context -- concerns over academic progress or concerns over career choice, for example. Second, many programs often are targeted to meet the same needs of sometimes the same students. Such redundancy is better served if programs are integrated to capitalize on cross-program professional talent and to reduce conflict and confusion in students. Finally, integrated programs often are more efficent and can accomplish more with cooperative effort than through competition.

The need for greater program integration is a basic claim in all elements of a student development point of view. The T.H.E. model and the Dimensions of Intervention model, for example, depend heavily upon integrative devices for successful program implementation. Administrators and classroom teachers see the need for integration also; yet, barriers prevail. All professional educators call for greater integration; few seem to know how to accomplish it. Further discussion of this issue may be reviewed in Creamer and Clowes (1978) and Creamer (1981).

The need for qualitative evaluation. Evaluation is concerned with determining worth or value of programs. Most evaluation efforts in community college student services are concerned with quantitative meaures of worth -- how many

people were served, for example. Naturally, it is important to know if students found a service or program of sufficient value to use it, and how often they needed it. But what these measures fail to reveal is what effect, if any, the program or service had on students -- a qualitative measure of worth.

Qualitative evaluation is difficult to do and it is tied inseparably to student assessment. Given its difficulty, and given that student assessment is accomplished poorly in many cases, it is not surprising that little qualitative evaluation occurs in community college student service programs.

The need for leadership. It is remarkable how community college student service programs appear to be a shadow of the chief student personnel officer. Where he or she is knowledgeable and aggressive, one is likely to find enlightened and aggressive programs of service. There are ample barriers to successful student service programs which seem to exist naturally, such as financial or resource shortages, without adding ineffective leadership. Good leaders seem to get the job done even with significant barriers evident; poor leaders tend to fall short of requirements even in the best of circumstances.

The need for research. Community college student personnel professionals conduct too little research. They have good excuses. They are busy; they are not rewarded for

research; and they were not trained as researchers. Nevertheless, the need to know how well programs are working, to know how students were effected by planned interventions, or to explain phenomena, such as high attrition rates, remain ever present. Shall we guess at the answers forever?

Special Problems of Student Services

The problems of student services in the community college may not differ from those of community services or academic leadership. The commuting student and the part-time, evening, and off-campus student bring unusual problems to college with them, but, most importantly for student services, do not spend enough time involved in college activities for planned interventions to have an appreciable effect.

Effects of student services on students generally are directly proportional to length of time of involvement and intensity of the experience. When students come to campus only for classes or for some other mandatory activity, little time is left for out-of-class interventions of any kind. Of course, an argument can be mounted then that much student service programming should be classroom related and/or should be well integrated into instructional programs. Problems with program integration already have been discussed, but if they could be overcome, a partial

solution probably does exist in working out such interdependent relationships.

Other problems of student services may be clustered around institutional purpose and resource allocations. Often college mission statements include explicit student development aims, but resource allocations may not follow these idealistic statements. Money goes where money is generated, that is, to the instructional programs. What is left may go to student services. Obviously, the picture is not always of this hue, but it often is in one form or another. When competition for scarce institutional resources becomes acute, student service program needs seldom win.

Future Directions

Several notable turning points can be identified in the course of events in community college student services during this century -- its inauspicious, but proud, beginning, its association with an institution destined to help achieve lofty, equalitarian, national goals, and its identity with creative programming to meet unusual student needs.

The future of student services seems jointly tied to some forces beyond the control of individual professionals, such as effects of the national economy and shifting levels of public support for higher education, and at the same

time, to other forces well within the control of student personnel professionals. These latter forces are composed of mounting evidence of effects of certain planned interventions for students and rapidly accumulating knowledge which should lead to more effective programming. In other words, sufficient "know how" is available to lead to marked improvements in student services if use is made of the knowledge.

The early 1980s clearly represents yet another turning point for student services in the community college. Two scenarios are possible: (a) student services will drift with events larger than the profession and be shaped by external accountability demands, or (b) student services will grab the opportunity present in times of uncertainty to shape a new, more effective, future based on the application of new and emerging knowledge.

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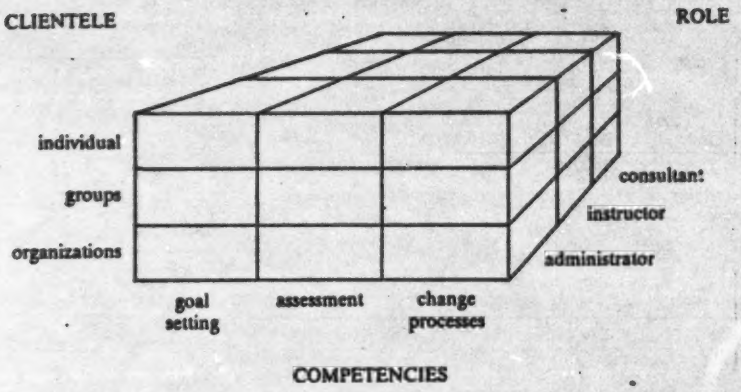


Figure 1

The COSPA Model for Student Development

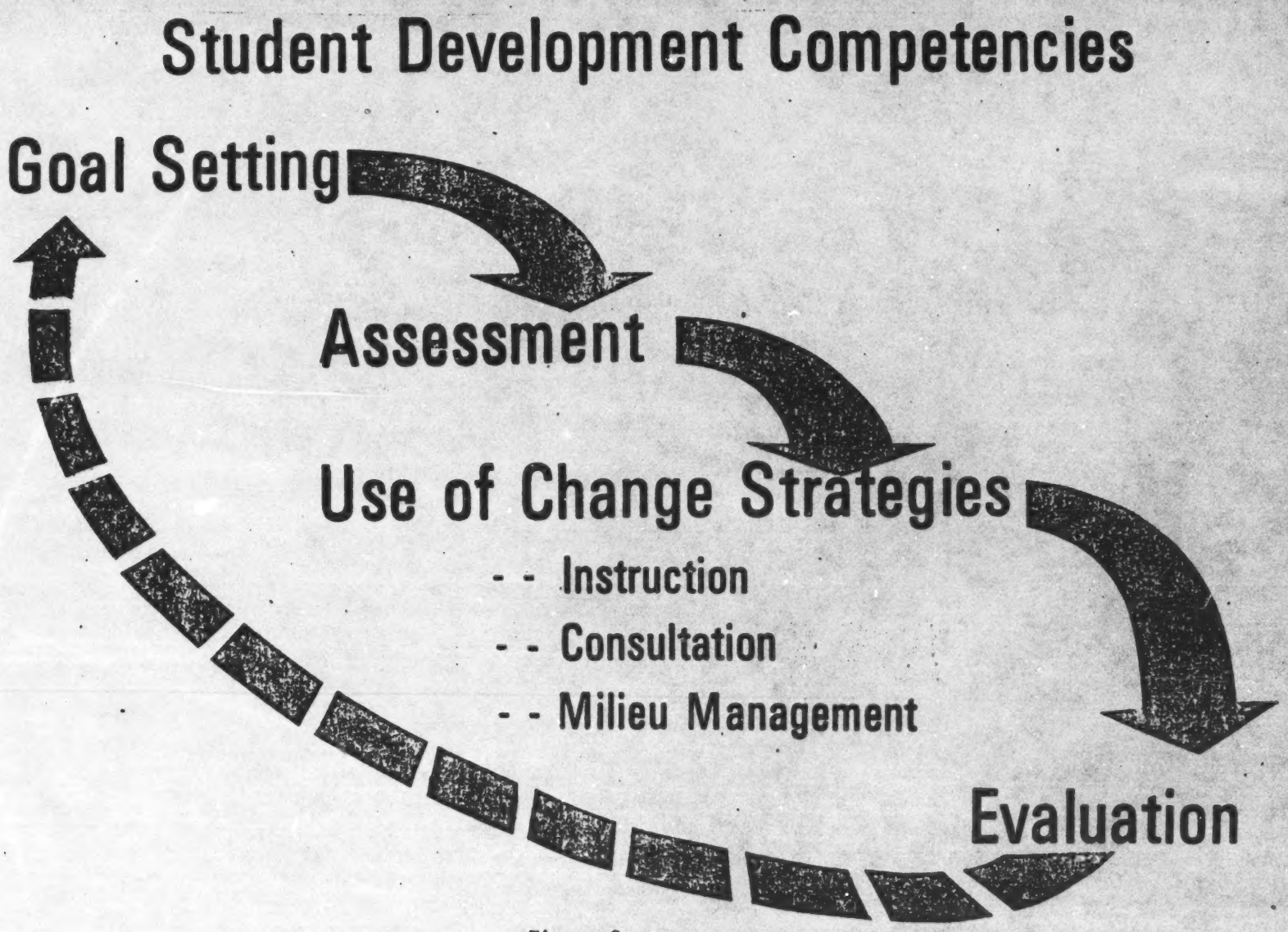


Figure 2

Competencies of the T.H.E. Model for Student Development

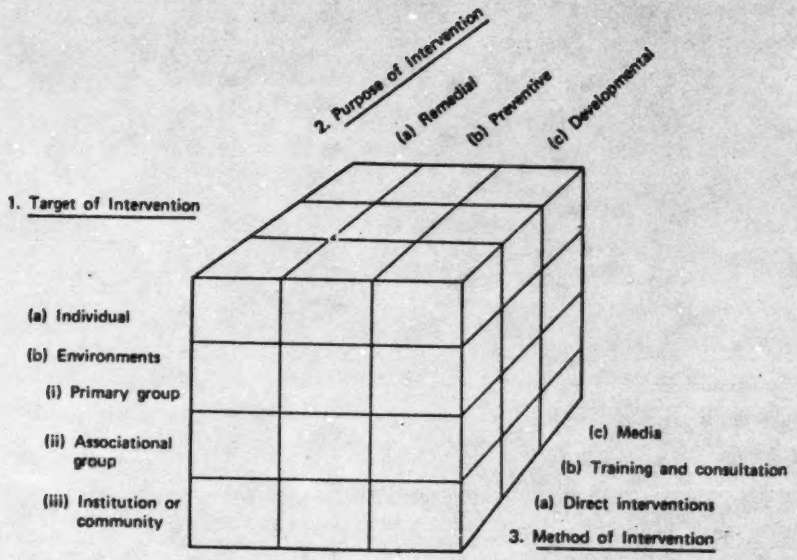


Figure 3

The Dimensions for Intervention Model for Student Development

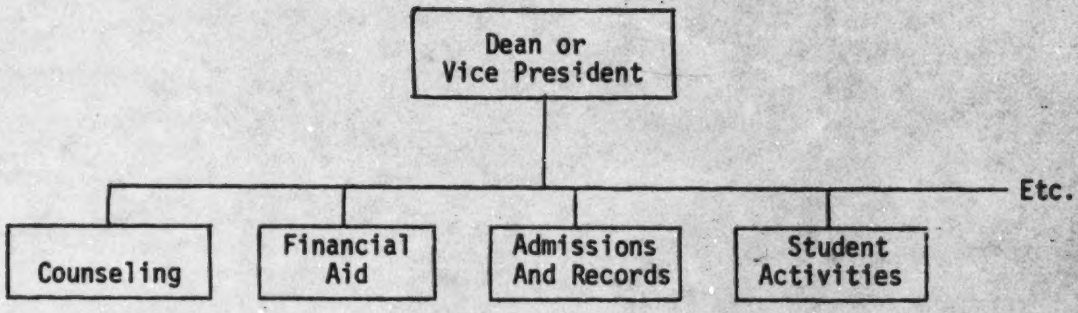
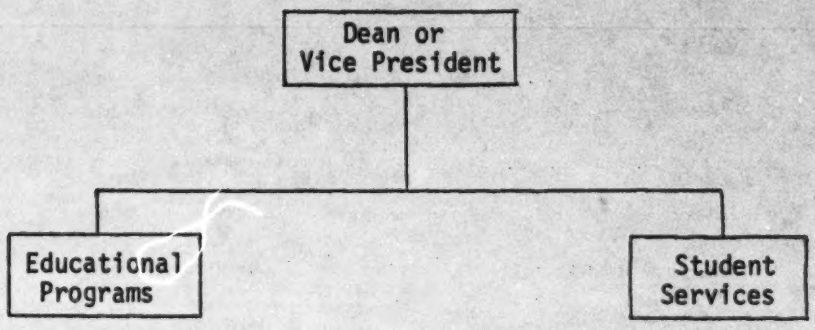


Figure 4

Type 1 organization pattern for community college student services



such as counseling, human development curriculum, etc.

such as financial aid, admissions, registration, etc.

Figure 5

Type 2 organization pattern for community college student services

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